

COMMENTS AND SUGGESTIONS FOR SUPERVISORY LECTURE COURSE

We assume that the supervisors who will be present at any one lecture will be segregated according to levels of responsibility. We feel this is essential since the kind of message a lecturer would attempt to communicate would often be determined by his audience. For example, if first line supervisors at the unit and section level were at the same meeting as first line supervisors at the branch, division, or staff level, the message might be over the head of some and too elementary for others.

Also, in submitting these comments we suggest a category in addition to the two offered by the Director of Personnel, namely, one that involves both off and on the job problems.

1. Off and On the Job Problems

"Know your employee"

- (1) What: know his likes and dislikes, what his problems may be at home or at the job. Does he have financial problems. How does he get along with co-workers. What are his aptitudes, etc.
- (2) How: in determining how a supervisor gets to know his employee, he must be careful to avoid being accused of prying, invading an employee's privacy, and being a busy-body. His knowledge of his subordinates could be the sum total of daily contacts with those employees, providing a full opportunity to employees to talk with him, and encourage^{ed} employees to involve him in their affairs as they may desire.

2. On the Job Problems

- (1) Emergency situations— what must he do, what are the reporting requirements, and how does he become a part of the handling of the employee emergency (cite specific examples).
- (2) General Welfare of subordinates, e.g., contentment, job satisfaction, health, attitude, relationship with co-workers, alertness to signs of difficulty, unexplained changes in behavior or performance. Also, does the supervisor know where to go in the Agency, e.g., OP, Medical Staff, for guidance in resolving various problems that might arise (cite specific examples).
- (3) Knowing where to go for assistance and guidance, e.g., phone books, regulations, supervisory handbook (cite specific examples).

b. Performance

- (1) Supervisors should know how to give employees basic knowledge about duties and responsibilities of their positions and training on and off the job that may be needed individually to perform effectively.
- (2) Supervisors should be aware of the employee's basic capabilities and how to measure these against the requirements of the job, identifying weaknesses that might result in ineffective performance unless they can be overcome.
- (3) Supervisors should maintain frequent interest in the employee and his performance, and not wait until fitness report time to talk with the employee about strengths and weaknesses.
- (4) Supervisors should be quick to give employee recognition, eg., promotion, QSI, commendations, or general "pat on back" when

deserved. At the same time, he should be as quick to offer frank or constructive criticism when necessary.

(5) Fitness Reports - Supervisors should be aware of what fitness reporting means and the standards to be used. He should be fair, should report fully and constructively, and should know to use this formal opportunity to have frank discussions with employees on the effectiveness of performance.

(6) Supervisors should know when to communicate to their supervisors when a problem involving subordinates requires it. We should stress the fact that there are some problems occurring within a supervisory unit that are beyond the responsibility of that supervisor to handle and that he, in turn, must involve his supervisor in the problem (cite specific examples).

(7) The normal concept of communicating down to subordinates, keeping them fully informed of all factors affecting assignments, behavior, and performance.

The above factors are not topics necessarily for individual lectures but could somehow be included in an overall discussion of the individual supervisor's responsibility for obtaining the best possible performance from his subordinate employees.

c. Development

(1) Supervisors should know an employee's potential and do everything he can to help him obtain this potential via discussions, on and off the

job training, etc.

(2) If potential has been reached, the supervisor should know whether or not the employee realizes that he has reached his maximum potential as well as understand that he can continue to have job satisfaction and security even though he has reached his maximum potential. At the same time, supervisors must be honest with employees and not hold out unrealistic and unobtainable hopes for the future. Through his command or career service mechanism, he should investigate reassignment possibilities that may enhance the employee's limited potential and possibly offer an improved hope for advancement.

(3) Supervisors must not be selfish and must not put the requirements of the job above the employee's personal interest and external advancement possibilities.

(4) Supervisors must be attentive to the progression of deserving employees either through promotion, reassignment to more responsible duties, or recommendations to his supervisor.

Again, the points raised above could be made a part of an overall discussion of a supervisor's responsibilities for the development of his subordinate employees.

d. BSD can contribute to the supervisory lecture course by either a specific discussion of the following subject matters or by supplying information that could be incorporated in a more broad lecture.

(1) Statutory and other Benefits

(2) Handling of Employee Emergencies, including casualty assistance

- (3) Counseling Service
- (4) Pre-Retirement Counseling Service
- (5) Exit Process
- (6) Forms of Recognition
- (7) Central Processing Requirements
- (8) Financial Assistance (WAB, Credit Union, PSAS)
- (9) Relationship among Medical, Office of Security, and
Office of Personnel in specific areas (cite examples)